

Pre-Employment Transition Services Staff Time Tracking ND Division of Vocational Rehabilitation

Purpose and Scope

In accordance with Section 110 of the Rehabilitation Act, as amended by the Workforce Innovation and Opportunities Act (WIOA), state vocational rehabilitation agencies must reserve 15 percent of their allotted funds for the coordination and provision of Pre-Employment Transition Services to students with disabilities. Recording employee work time in the coordination and provision of these services allows VR agencies to accurately track use of the reserved funds. The ND Workforce Software System will serve as catalyst to track activities related to the coordination and provision of Pre-Employment Transition Services. Effective July 2015 each employee is responsible to track and record time spent providing Pre-Employment Transition Services **to eligible or potentially eligible VR clients who meet the definition of students with disabilities.**

Definitions

Student with a Disability:

- Is not younger than age 14 and not older than age 21; and in secondary, postsecondary and other recognized education programs.
- Is eligible for and receiving Special Education or related services Under Part B of the IDEA; a student with a disability for purposes of section 504; or other students with disabilities including but not limited to physical, sensory, intellectual, mental health, and communication.

Pre-Employment Transition Services means a coordinated set of activities for a student with a disability who is *eligible or potentially eligible* for Vocational Rehabilitation services, designed within an outcome-oriented process that promotes movement from high school to post-school activities, including post-secondary education, vocational training, competitive integrated employment (including supported employment), adult education, adult services, independent living, or community participation. Required Pre-Employment Transition Services for meeting the 15 percent reserve of funding include:

1. Job Exploration Counseling
2. Work-Based Learning Experiences
3. Counseling on Post-Secondary Opportunities
4. Workplace Readiness Training
5. Instruction on Self-Advocacy

Examples of Allowable Activities: Direct service that meets the criteria for the coordination and provision of Pre-Employment Transition Services to both VR eligible and potentially eligible students with disabilities include:

- Appointments and phone calls (in or out of DVR offices) with applicants or students (eligible or potentially eligible) and related case management activities or paper work necessary to develop, coordinate, and provide Pre-Employment Transition Services.

- Individual counseling and guidance (in or out of DVR offices).
- Group vocational counseling and guidance sessions.
- Job exploration counseling and assessment activities.
- Work travel time to provide transition services to students, such as time spent traveling from DVR offices to schools.
- Prepare and present transition information to students; e.g., Job Readiness workshops, modules, interest testing, etc.
- Participation in IEP or other team meetings.
- Participation in Parent-Teacher conference meetings that include the student.
- Participation in events that occur outside of school time, such as Teen Night Out, transition camps, career fairs, etc., where students are present.
- Employee participation in trainings, conferences, and other professional development activities related to transition services.
- Working with employers to develop work opportunities for students, including internships, summer employment, apprenticeships, and other employment opportunities available throughout the school year.
- Working with schools to coordinate and ensure the provision of pre-employment transition services.

Examples of Ineligible Activities: Specific work activities that do not meet these criteria pertain to the administrative functions and costs of providing Pre-Employment Transition Services. This includes:

- Supervisory activities related to transition services, such as clinical observation and administrative oversight (review of authorizations, client records, service recommendations, etc.).
- Prepare and present transition information to educators, providers, parents, etc.